



National Partnership for Quality Afterschool Learning Toolkit Training: Follow-up, Technology, and Arts

Errin M. McComb
May 3, 2007

SERVE Center
at the University of North Carolina
at Greensboro

Slide 1



Presentation Overview

- Follow-up to April Wausau Training
 - Visits to the toolkit website
 - **Reflection** (based on training evaluations and questions)
 - Future use plans
- Review of additional toolkit components

Presentation Overview



Outcomes

Participants will ...

- Learn more about NPQAL Afterschool Toolkit
- Explore the remaining and upcoming components of the toolkit
 - Technology
 - Arts
 - Homework
- Provide input on upcoming toolkit development

Outcomes



NPQAL Afterschool Toolkits
www.sedl.org/afterschool/toolkits

NPQAL Afterschool Toolkits

www.sedl.org/afterschool/toolkits

Indicate your use of the NPQAL Afterschool Toolkit

Polls are closed.

Used prior to the training (regular user)



Visited at least once prior to training



Visited at least once since training



Visited several times since training



Did not attend training



Poll 1 NPQAL Afterschool Toolkit



Toolkit Background and Purpose

Content Areas:

- Literacy, Math, Science, Arts, Technology, Homework

Development:

- Literature Reviews
- Site Visits
- Web document vs. print document

Toolkit Background and Purpose



Toolkit Structure Review

- What is it?
- What is the content goal?
- What do I do?
 - ✓ Tech Tip
- Why does it work?
- Sample Lessons
 - ✓ Supporting Video Footage
- Resources and References

Toolkit Structure Review



Technology in Afterschool

- Expand on students love for computers and video games
- Decrease the digital divide
- ✓ • Prepare students for highly technological society

Technology in Afterschool



Technology Practices

- Developing Self-expression and Creativity
- Gathering and Sharing Information
- Finding and Solving
- Living and Working with Technology
- Learning in Virtual Spaces
- Building Skills and Understanding

Technology Practices



Slide 10



Arts in Afterschool

- Skills learned in Arts can be applied to other areas of life
- The arts play an important social function in the expression of culture, past or present
- The arts have the potential to build self-confidence in ways that may increase students' interest in other academic areas

Arts in Afterschool



Arts Practices

- Building Skills in the Arts
- Expressing Yourself Through the Arts
- Making Connections to History and Culture
- Thinking and Talking About Works of Art
- Integrating the Arts with Other Subjects
- Involving Families and Communities

Arts Practices

The screenshot shows the 'Afterschool Training Toolkit' website. At the top, there is a navigation bar with a '< home' link, a dropdown menu for 'Other Disciplines', a 'GO' button, and a search bar. Below the navigation bar is a large banner with the word 'ARTS' in pink letters. A yellow arrow points to this banner. Below the banner, there is a paragraph of text about making the most of afterschool with fun activities. To the right of this text is a 'Special Feature' box with a 'video' icon and a link to 'Tunnel Books'. Below this is a section titled 'Promising Practices in the Arts' with a yellow arrow pointing to it. This section contains four video thumbnails, each with a title and a brief description: 'Building Skills in the Arts', 'Expressing Yourself Through the Arts', 'Making Connections to History and Culture', and 'Thinking and Talking About Works of Art'. A 'take our survey' button is located to the left of the 'Promising Practices in the Arts' section.

< home
AFTERSCHOOL TRAINING TOOLKIT
 Finding Quality Enrichment Activities

Other Disciplines GO | Search: GO

ARTS

Make the most of afterschool with fun activities that engage students and extend art learning! In this section, you will find what the research says about promising practices that work, ways to implement them in your afterschool program, sample lessons, and illustrative videos. For a general orientation, please read [About the Arts in Afterschool](#).

Special Feature
 video
[Tunnel Books](#)

take our survey

Promising Practices in the Arts

VIDEO
[Building Skills in the Arts](#)
 Building Skills in the Arts involves activities that target and develop students' skills across art forms, from reading notes in music and playing an instrument to understanding color and mixing paint. (Three sample lessons)

VIDEO
[Expressing Yourself Through the Arts](#)
 From murals and essays to theater and dance, Expressing Yourself Through the Arts gives students a chance to explore who they are in a fun, safe environment. (Three sample lessons)

[Making Connections to History and Culture](#)
 From visiting museums to exploring architecture, Making Connections to History and Culture helps students understand the arts by exploring history and other cultures. (Two sample lessons)

[Thinking and Talking About Works of Art](#)
 Thinking and Talking About Works of Art focuses on students' ability to critically look at a work of art, reflect, and discuss what they see, feel, or hear. (Two sample lessons)

Slide 13

[< home](#)
TERSCHOOL TRAINING TOOLKIT
 ding Quality Enrichment Activities

Other Disciplines GO | Search: GO

Building Skills in the Arts

What is it?

Building Skills in the Arts involves activities that target and develop students' skills across art forms, from reading notes in music and playing an instrument to understanding color and mixing paint. Students also learn to understand what good skills look and sound like by attending performances or watching examples on film.

What is the content goal?

The key goal of Building Skills in the Arts is to provide guided practice in skills specific to various art forms, such as movement in dance, learning to play musical instruments, learning lines and roles in a play, or sketching and designing images.

What do I do?

Begin by thinking about the art forms your students are interested in, something they might enjoy making, or something they can perform. For example, a mural would develop drawing and painting skills; a musical would build singing, acting, and dancing skills. Once you have identified the art form and the goal (a performance or a product), think about what students need to be able to do to accomplish it. In the case of mural painting, students must be able to design an image that would work on a wall, use a brush, mix color, and work together to complete the mural.

Consider the resources in your community. Invite a local artist or performer to talk to your students or help teach a particular skill. If you are teaching the skill yourself, start with simple concepts and build on what students know -- teaching them, for example, one step at a time, one dance at a time. Model the skill for students and give them opportunities and time to practice. Show them examples by going to live performances or watching a video or DVD. Finally, give students an opportunity to perform or demonstrate their skills.

technology tip

For online art games and activity ideas, see the Technology Tip.

Why does it work?

Doing anything well requires practice. As students practice learning the skills of an art form, they become more confident and capable. They also learn about various art forms and they become more able to express themselves. Whether students are engaged in working with the arts for fun or to develop performance-based skills, building skills builds confidence.



view video

Watch as elementary school students in Monmouth, Oregon participate in an afterschool program on book arts.

[Arts Home](#)

In This Practice:
Building Skills in the Arts

Sample Lessons:

- [Create a Script \(1-6\)](#)
- [The Language of Dance \(4-12\)](#)
- [Found-Object Orchestra \(K-3\)](#)

Also In The Arts:

- [About the Arts in Afterschool](#)
- [Resources and References](#)

Slide 14



Toolkit Components Purpose and Use

- Tech Tips
- Student Activities
- Professional Development
- Video Clips
- Downloadable tools
- Standards refresher



Toolkit Components Purpose and Use



When planning arts and technology activities, consider ...

- Connection to academic content
- Age- & ability-appropriate activities
- Set-up, Supplies, & Resources



When planning arts and technology activities, consider ...



Ongoing Assessment/Evaluation

- Look for engagement that reflects skill appropriateness
- Allow for showcasing and expert demonstration
- Give genuine praise

Ongoing Assessment/Evaluation



Homework Live Summer '07

Practices:

- Managing and Organizing the HW environment
- **Tutoring, Mentoring, and Building Study Skills**
- Monitoring and Communicating About Student Progress
- Involving Day School, Families, and Communities

Homework Live Summer '07



Reflection, Questions, and Answers

What questions do you have?

After the preview in July, when will the Homework site be

Thanks!

Have you had any thoughts or conversations about adding a message

What are your next steps?

board or on lin eforums to the toolkit?



Reflection, Questions, and Answers

[Text Slide 1]



Remember to Visit the Online
NPQAL Afterschool Toolkit at:

<http://www.sedl.org/afterschool/toolkits>

Remember to Visit the Online NPQAL Afterschool Toolkit at:



Contact Information

Errin M. McComb
SERVE Center at UNCG
PO Box 5367
Greensboro, NC 27435

800-755-3277
emccomb@serve.org

Contact Information